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AUTHOR Lankard, Bettina A.
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ABSTRACT

This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package--a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) The following tasks are covered in a series of operational units: working as a member of a team (communicating freely with coworkers and supervisors and dealing with job frustrations) and working under supervision (identifying and working within the organizational structure and coping with conflict). Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (MN)

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ED 288 984

Work Skills

Work Maturity Skills
Competency 7

Cooperate with Others

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Connections
School and Work Transitions

Work Skills

Competency 7.0
Cooperate with Others

A Module in the Work Maturity Skills Series

Bettina A. Lankard

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090
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Introduction

The Work Maturity Skills training program is designed to help you develop the skills you need to keep a job. These skills, which are called work maturity skills, are skills that relate to a worker's behavior on the job. They are as important as job skills. They enable workers to function in a job setting.

Why Do You Need Work Maturity Skills?
All workers interact with other people—their bosses and co-workers, their customers and suppliers, mail workers, telephone operators, and many others. Even people who work alone interact with at least one other person. Therefore, workers must know how to get along with others.

Work maturity skills have a lot to do with relationships with others. Think about your—

- appearance,
- ability to accept responsibility,
- character,
- method of communicating,
- work attitudes,
- ability to cooperate with others, and
- work habits.

All these factors affect interpersonal relationships.

Another part of work maturity is doing a good job. There are special attitudes, habits, and practices that enable people to do their work well . . . to be productive. Some of these are—

- being dependable,
- accepting new ways of doing things,
- maintaining confidentiality,
- being punctual,
- using good communication,
- managing responsibilities,
- completing tasks willingly and on time,
- operating equipment safely, and
- dealing with frustration.

All of these factors affect quality of work.

Do you know the main reason people lose their jobs? It is *not* because they lack job skills. It is because they cannot get along with others and do a good job. They lack work maturity skills.

Can you understand why people need skills in these areas? These skills affect how people see you . . . and feel about you. They affect how you do your job. They may determine whether or not you keep your job.

Once you learn these work maturity skills, you will be able to function in many kinds of jobs. That is true because these skills are transferable. That is, they can be transferred (taken) from one job to another. These are valuable skills to have in our changing society. They are skills that will keep you employable.

What Is So Special about the Work Maturity Skills Program?

The Work Maturity Skills training program follows a special course of instruction. It is called individualized competency-based instruction.

Individualized Competency-Based Instruction

That is a long title!

- *Individualized* means it is designed for you and your needs.
- *Competency-based instruction* means the instruction is based on (built around) competencies or sets of skills.

Individualized competency-based instruction is special. It allows you to work on skills you need . . . not the ones you already have. For example, do you arrive on time for classes? Meetings? Work? Yes? Then you do not have to develop this competency. You already have it. You can spend your time on competencies you need.

There is another advantage to an individualized program. You can progress at your own pace. You may find that some skills are easy for you. They will require little time to develop. Other skills may be especially difficult. Developing those skills will require more time. You can determine the time you spend on each skill. You can set the pace.

What Are the Competencies Required for Work Maturity?
Employers have identified seven main sets of skills or competencies they want their workers to have. These competencies are:

1.0 Present a Positive Image
2.0 Exhibit Positive Work Attitudes
3.0 Practice Good Work Habits
4.0 Practice Ethical Behavior
5.0 Communicate Effectively
6.0 Accept Responsibility
7.0 Cooperate with Others

How Is This Individualized Program Built around These Competencies?
Instructions for developing each of the seven Work Maturity Competencies are in seven separate modules. This module contains instruction for Competency 7.0: Cooperate with Others.

Look at the outline that follows. Find the competency statement. It is listed by whole number. Example:

7.0: Cooperate with Others

7.01: Work as a Member of a Team

7.01A: Communicate Freely with Co-Workers and Supervisors

7.01B: Deal with Job Frustrations

7.02: Work under Supervision

7.02A: Identify and Work within the Organizational Structure

7.02B: Cope with Conflict

Each competency is broken down into tasks. These tasks are *parts* of competencies. They are the tasks you must do to develop the competencies. The tasks are numbered with decimals. Example:

7.01: Work as a Member of a Team
7.02: Work under Supervision

Each task is broken down into operational units. Operational units are units of work. They are *parts* of tasks. The operational unit to each task is designated by letter. Example:

7.01A: Communicate Freely with Co-Workers and Supervisors
7.01B: Deal with Job Frustrations

Read through the outline. Get to know the content areas.

How Should I Begin?
First, learn how the module is organized. Turn to the first operational unit. Each operational unit is titled in this way:

Competency 7.0:	Cooperate with Others
Task 7.01:	Work as a Member of a Team
Operational Unit 7.01A:	**Communicate Freely with Co-Workers and Supervisors**

Next is the performance objective. This objective is a statement. It describes—

- the conditions under which you begin your performance:

  Given co-workers and supervisors,

- the job-related performance expected of you:

  you will be able to express feelings and view situations in a positive and objective manner

- and the standards of performance:

  to the satisfaction of the instructor

Next are the steps you will follow to do the unit of work. Example:

Step 1. Express feelings in a clear, tactful manner.

And following are the procedures you will follow to do the steps. Example:

a. Identify the feelings you have experienced. Be honest with yourself . . .
b. Discuss ways of expressing each feeling. Form a group with three or four students . . .

Get worksheets and evaluation checklists from your instructor. Keep your completed worksheets and other pages. You will refer to them throughout the program.

After you complete all the procedures and steps, *stop*. This is the time you must decide if you are in doubt about any part of the unit? If so, you must seek help from your instructor and repeat the unit.

If you feel you have satisfactorily completed the unit, rate yourself on the evaluation checklist. (The evaluation checklist is at the end of the unit.) Then see your instructor. Give him or her your completed worksheet and the evaluation checklist. Your instructor will check your work and rate you on the checklist.

Now, read the evaluation checklists in the operational units. Can you perform any of the skills? If so, see your instructor. Demonstrate the skill required. Ask the instructor to evaluate you. There is no need to work on competencies you already have.

Then, begin to work on a competency you need.

Good luck! Enjoy the Work Maturity Skills training program.

Task 7.01
Work as a Member of a Team

Competency 7.0:	Cooperate with Others
Task 7.01:	Work as a Member of a Team
Operational Unit 7.01A:	**Communicate Freely with Co-Workers and Supervisors**
Performance Objective:	Given co-workers and supervisors, you will be able to express feelings and view situations in a positive and objective manner to the satisfaction of the instructor

Step 1. Express feelings in a clear, tactful manner.

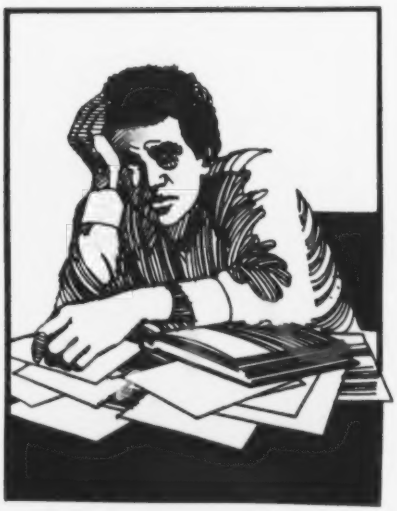
a. Identify the feelings you have experienced. Be honest with yourself. Do Part 1 of Worksheet 7.01A.
b. Discuss ways of expressing each feeling. Form a group with three or four students. Do Part 2 of Worksheet 7.01A.
c. List possible results of expressing feelings in a negative way. Do Part 3 of Worksheet 7.01A.
d. List five rules for expressing feelings. List ways to express feelings positively. Do Part 4 of Worksheet 7.01A.
e. Practice expressing feelings in a clear, tactful manner. Do Part 5 of Worksheet 7.01A.

Step 2. Avoid jumping to conclusions.

a. Read about the different ways people can interpret (see, understand) things. Do Part 6 of Worksheet 7.01A.
b. Ask questions to learn the real facts in each situation. Do Part 7 of Worksheet 7.01A.

Step 3. Avoid letting your feelings interfere with your judgments.

a. Review the situations on Parts 6 and 7 of Worksheet 7.01A.
b. Write a paragraph. Explain how feelings can interfere with judgment.
c. Practice using good judgment. Communicate to find out facts.



Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then, take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Competency 7.0:	Cooperate with Others
Task 7.01:	Work as a Member of a Team
Operational Unit 7.01B:	**Deal with Job Frustrations**
Performance Objective:	Given four types of job frustrations, you will be able to use problem-solving techniques to find ways to handle them to the satisfaction of the instructor.

Step 1. Cope with confusion over job responsibilities.

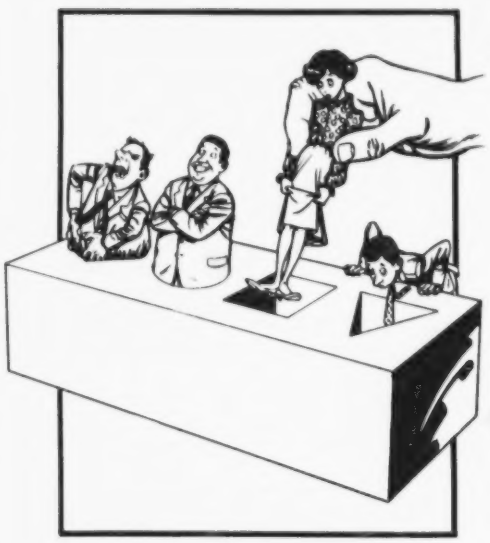
a. Analyze the problem. Do Part 1 of Worksheet 7.01B.
b. Identify and choose among alternatives. Do Part 2 of Worksheet 7.01B.
c. Devise a plan of action. Do Part 3 of Worksheet 7.01B.

Step 2. Cope with incompetence. (Incompetence means failure to do good work.)

a. Analyze the problem. Do Part 4 of Worksheet 7.01B.
b. Identify and choose among alternatives. Do Part 5 of Worksheet 7.01B.
c. Devise a plan of action. Do Part 6 of Worksheet 7.01B.

Step 3. Cope with difficult personalities.

a. Analyze the problem. Do Part 7 of Worksheet 7.01B.
b. Identify and choose among alternatives. Do Part 8 of Worksheet 7.01B.
c. Devise a plan of action. Do Part 9 of Worksheet 7.01B.



Step 4. Cope with prejudice.

a. Analyze the problem. Do Part 10 of Worksheet 7.01B.
b. Identify and choose among alternatives. Do Part 11 of Worksheet 7.01B.
c. Devise a plan of action. Do Part 12 of Worksheet 7.01B.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin the first unit for the next task in this module.

Task 7.02
Work under Supervision

Competency 7.0:	Cooperate with Others
Task 7.02:	Work under Supervision
Operational Unit 7.02A:	**Identify and Work within the Organizational Structure**
Performance Objective:	Given job descriptions and work experiences, you will be able to describe how a person in a given job functions within both the formal and informal structure of an organization to the satisfaction of the instructor.

Step 1. Examine the formal organizational structure.

a. Develop an organization chart. Show the formal lines of authority. Do Part 1 of Worksheet 7.02A.
b. Find out and list your specific responsibilities. Do Part 2 of Worksheet 7.02A.
c. Explain how your job fits into the organizational structure. Do Part 3 of Worksheet 7.02A.

Step 2. Examine the informal organizational structure. (Informal organizational structure is the unofficial way things get done. For example, one worker *offers* to help another worker with a task.)

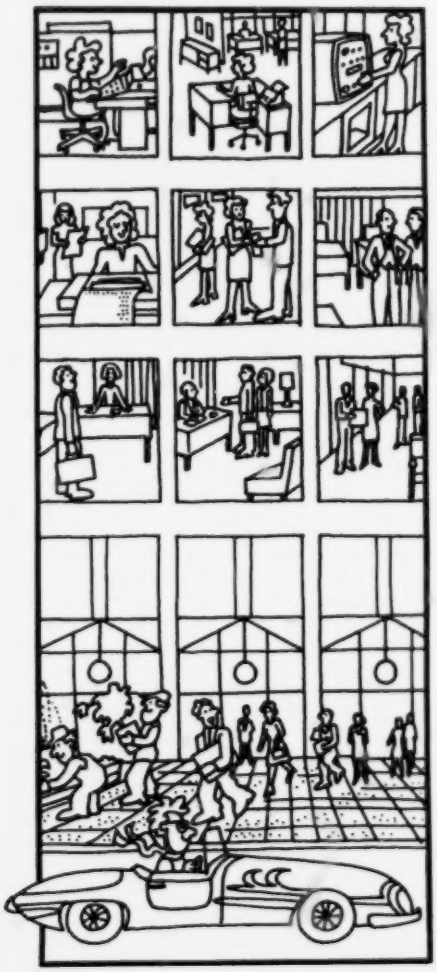
a. Identify the informal structure in an organization. Do Part 4 of Worksheet 7.02A.
b. Explain how the informal procedures can help you to complete work. Do Part 5 of Worksheet 7.02A.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Competency 7.0:	Cooperate with Others
Task 7.02:	Work under Supervision
Operational Unit 7.02B:	**Cope with Conflict**
Performance Objective:	Given situations involving conflict, you will be able to identify ways to cope with conflict to the satisfaction of the instructor.



Step 1. Seek clarification (clear understanding) of instructions.

a. Explore confusing and unreasonable instructions. Do Part 1 of Worksheet 7.02B.
b. Discuss ways you could cope with each problem. Discuss the situations with other students.
c. Describe your problem solutions. Write several paragraphs on the worksheet.

Step 2. Follow established lines of authority.

a. Explore instructions that come from two different sources. Do Part 2 of Worksheet 7.02B.
b. Discuss ways you could cope with the problem. Discuss the situation with other students.
c. Describe your problem solution. Write a paragraph on the worksheet.

Step 3. Identify limits of authority.

a. Explore instructions that conflict with moral or social values. Do Part 3 of Worksheet 7.02B.

b. Discuss ways you could cope with the problem. Discuss the situation with other students.
c. Describe your problem solution. Write a paragraph on the worksheet.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another competency module. Work until you complete all seven modules in *Work Maturity Skills.*

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For further information contact:

Program Information Office
National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090

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